



Key Stage 1 History St. John the Evangelist

Year	Unit of work & concepts				National curriculum coverage	Key knowledge				Assessment Statements & recommendations
						Within living Memory Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Beyond living memory Events beyond living memory that are significant nationally or globally (for example, The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)	Lives of significant people The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Local history Significant historical events, people and places in their own locality.	
One	Toys from the Past				*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life in their own locality.	*I know about many of the changes that have happened since I was born. *I use words and phrases like: old, new and a long time ago	*I know how to ask and answer questions about old and new objects. *I give examples of things that were different when my grandparents were children.			*Know that the toys their grandparents played with were different to their own. *Organise a number of artefacts by age. *Know what a number of older objects were used for. *Know the main differences between their school days and
	Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/communicating ideas)	Interpreting ideas						
	Continuity and change	Cause and consequence	Similarity and difference	Significance of events/people)						

									<p>that of their grandparents</p> <p><i>Why are your toys more fun than Grandma and Grandad's old toys?</i></p> <p><i>What has changed since your grandparents were young?</i></p> <p><i>Would you rather have toys from today or from the 1960s?</i></p> <p><i>Potential Trips</i> <i>Sudbury Hall museum of childhood</i> <i>Hanley Museum</i> <i>Brampton Museum</i></p>	
<p>Significant person from the Past (Local)</p>				<p>*the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>*significant historical events, people and places</p>	<p>*I use words and phrases like: before, after, past, present, then and now.</p> <p>*I use words and phrases like: old, new and a long time ago</p>				<p>*I know about someone famous who was born of lived near our town.</p> <p>*I know why there is a monument to a famous person or event in the town centre.</p>	<p>*Name a famous person from the past and explain why they are famous. They will know him as a famous person living close to their homes/school.</p> <p>*Know the name of a famous person/place close to where they live.</p> <p><i>Why was Reginald Mitchel so important to the Potteries?</i></p> <p><i>Potential Trips</i> <i>Hanley Museum (Spitfires)</i></p>
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<p>Seaside Past</p>				<p>*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life in their own locality.</p>	<p>*I use words and phrases like: before, after, past, present, then and now.</p>	<p>*I spot old and new things in a picture.</p>			<p>*I give examples of things that were different when my grandparents were children.</p> <p><i>The Victorians and the seaside.</i></p> <p><i>What was the seaside like in the past?</i></p>	
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